

Disability Awareness Month

INCREASING CULTURAL AWARENESS AND INCLUSION

When people of all ethnicities and abilities work together, employees run businesses more productively, organizations represent the people they serve and students learn new perspectives. A culturally diverse workforce or classroom might also be more creative and better reflect the diversity of the population.

Unfortunately, prejudice can keep people from understanding one another. These prejudices frustrate people of color and people with disabilities. Their abilities and contributions are often overlooked, whether they are at a job interview, committee meeting or in the classroom. But people of color with disabilities can face double discrimination and a double disadvantage in our society.

You can initiate change. In your own ethnic or disability community, you can promote understanding in several ways and make opportunities available for people of color with disabilities, as well as for yourself. This packet will bring you up to speed on ethnic and disability issues, equip you with tools to cultivate greater community participation among both groups and assist you in breaking down physical and attitudinal barriers.

General Cultural Beliefs

Cultural perspectives on disability issues vary among ethnic groups. While specific beliefs and practices might vary on an individual basis, many people within an ethnic group often share general beliefs. In order to build understanding about disabilities, it is important to know how various ethnic groups tend to view disabilities. For example, Hispanic cultures believe that a disability could be a punishment from God and, therefore, a source of shame and guilt, according to the Louisiana Advocacy Center for the Elderly and Disabled.

Although many variations exist among Native American tribes, there is a general belief in the interaction of spirit, body and mind in relation to illness, according to C.S. Locust's

“American Indian Beliefs Concerning Health and Unwellness.” Many tribes believe wellness is rooted in the concept of harmony, with unwellness seen as disharmony in the body, mind and spirit. They only accept a disability when it is perceived to be part of an individual’s harmony.

African Americans with disabilities are often accepted with less stigma than Caucasians with disabilities are accepted among the Caucasian population, according to the report “Building Cultural Competence in the Disability Community,” which was supported by the Washington D.C. Developmental Disabilities Council. However, among Asian Americans, disabilities might be associated with punishment for past sins. Also evident among Japanese Americans is a reluctance to bring children with developmental disabilities for services because of a sense of shame, a belief in fate and a strong sense of privacy, the study reports.

Checklist to Break Down Barriers

Sometimes people of color with disabilities seek the services and supports available to them, but cultural or physical barriers restrict their access. Businesses, disability organizations, places of worship and school systems might lack bilingual personnel, ethnic outreach programs or sufficient numbers of staff members who represent ethnic and cultural groups.

The first step in breaking down barriers to people of color with disabilities is to evaluate your school or place of business for its cultural sensitivity. Organize a committee (with ethnic representation) to identify and address these common barriers to accessible services:

- Lack of desire or interest in serving persons from different backgrounds with different beliefs or languages.
- Fear of serving persons from different cultural backgrounds.
- Lack of a multicultural staff, board and council members.
- Lack of people of color in management positions that deal with hiring, training, policymaking, etc.
- Prejudices, stereotypes held by staff, board and council members.
- Locations of service facilities in an area where transportation is a problem and in a building where architectural barriers are present.
- Hours of operation that are inconvenient for people of color.
- Methods of communication that are inaccessible by members using a different language (includes printed materials).

- Failure of your school, business or organization to explain its mission so that persons from a different cultural background with different beliefs and languages can understand.

After a thorough evaluation of the environment in which people of color with disabilities interact with your organization, you should develop a plan of activities to remedy problems –both physical and attitudinal. Following are a few ideas.

Cultural Activities for Children

You can teach children in your classroom or community group about cultural differences and similarities with effective, hands-on activities. Following are lessons plans from VSA arts of Indiana:

Faces of Many Colors

Lesson Plan 1

Objectives: To develop acceptance and value of diversity among people. To learn the fundamentals of weaving.

Materials: Yarn, cardboard looms (one per student) or heavy-duty cardboard, buttons, ribbons.

Motivation: Look at weavings from India, Navajo Native Americans and others. Discuss looms, warp, weft and other basics of weaving. Discuss how all our skin colors make a beautiful world. We will use some of these colors to create a beautiful piece of artwork.

Procedure: Give each person a small piece of sturdy cardboard or a loom. (The size of the loom will determine the size of the end product when all weavings are stitched together.) If using sturdy cardboard, cut a notch every 1/4" along the top and bottom of the loom. Have a large assortment of yarn in "people colors." Have children choose one. String yarn from top to bottom and from the left to the right side. Weave the entire loom for the background color of the face. Make sure a good selection of face colors is available so the resulting artwork shows how colorful society is. Remove weaving from the loom by cutting across the back and then tying ends together. Use yarn, buttons, ribbon or stitchery to create each person's own face. Stitch all faces together to create a colorful wall hanging of faces. Add fringe.

Variation: Use a "Friendly Loom," a large loom that is available in most art catalogs. Have the entire class work on one large weaving. The Friendly Loom is large enough for five or six students to weave at one time. Weave different bright colors as a background. Have students weave different colored faces. When finished, have students use yarn, buttons, etc. to complete the face designs. A booklet that accompanies the loom illustrates this project.

Resources: Friendly Loom by Harrisville Designs, *People* by Peter Spier, *Weaving on Simple Looms* by Green.

Welcome to My Window

Lesson Plan 2

Objectives: To appreciate architectural styles of different cultures. To create a window of your own or recreate a cultural style. To visually demonstrate cooperation among various cultures.

Materials: Cardboard, markers, crayons, construction paper, collage materials

Motivation: This is a good lesson to culminate or introduce other cultures and their architecture. Have a selection of pictures of housing from other cultures. Examples might include ornate wooden carvings from Russia or the style of the Pennsylvania Dutch. Discuss that all people need and have windows (not necessarily with glass). Discuss that people all over the world have similar needs (housing, food, clothing, etc.). People are people no matter where they live.

Procedure: Draw and cut out a window the size and shape desired, or provide children with the size cardboard you want their window to be. Prepare a background to glue the window onto. The background is the room seen inside the window. Use collage materials to design the room (curtains, pictures, etc.). On a separate sheet, draw a portrait of self and friends together. Cut out and glue into the room. Glue the window over the room. Clear plastic can be added for effect. Group windows together for display or display separately.

Variation: Glue several people in the window, each of a different nationality. ... OR ... Create a self portrait dressed like the culture from which the window design was derived. ... OR ... Make up your own style of window with people from many cultures welcome inside (or show people with disabilities, people from many professions or age groups).

Write Articles for Publication

Another way to create awareness about cultural diversity among disability groups or create disability awareness among ethnic groups is by placing articles in various publications. Several disability and ethnic organizations that publish newsletters ask readers to contribute story ideas. Contact the editor of the publication, or if you're unsure who manages the publication, ask the director of the organization.

You might want to write your own article about your organization's efforts to become inclusive. Or you may adapt the articles written by the Indiana Governor's Planning Council (located in the back of this packet) to fit with your publication's style. The content of each attached article is similar, yet each takes a slightly different approach.

Also included in this packet are fact sheets on specific cultures describing the correlation between the ethnic group and disability. You might use these sheets to help acquaint your staff, associates or students with the issues specific to each culture. The sheets address health,

education, employment, language barriers and services as they relate to people of color with and without disabilities.

Disability community addressing minority issues

Article 1

“People with disabilities have always been excluded from the bounty of our nation’s resources. Minorities with disabilities, in particular, have been the most disenfranchised of the disenfranchised. It is time that we bring them into the fold as full, first-class participants in our society.”

The Reverend Jesse Jackson’s words during a Rainbow Coalition speech reflect a new movement within the disability community. The Indiana Governor’s Planning Council for People with Disabilities, along with more than 30 similar state councils, is making a concerted effort to build awareness of and assist people of color with disabilities.

Statistics show that a higher percentage of people in minority groups are low income and have poorer health conditions than their Caucasian counterparts.

“It is not certain why this is the case, but we can surmise that it results from the cumulative effect of poor socioeconomic status and poor health that place minorities at greater risk of disability and at greater risk of not receiving needed services if they have a disability,” according to the 1993 “Meeting the unique needs of minorities with disabilities: A report to the President and the Congress.”

Council stressing inclusion

“For so long, the disability community and people of color have been fighting separately for their rights in our society,” Governor’s Planning Council Executive Director Suellen Jackson-Boner said. “Now that both groups have made significant progress, we can begin to focus on the unique challenges facing people of color with disabilities. That’s why the Council is placing special attention on what we call cultural inclusion.”

The Council has formed a committee to look at the level of cultural inclusion in the Council’s activities and other disability programs around the state. In addition, the Council is looking for ways to assist organizations representing racial and ethnic constituents to become sensitive and responsive to the needs and abilities of people with disabilities in their own communities. For example, the Council offers certain materials in Spanish and designs Disability Awareness Month campaigns that appeal to people of color.

National group looking to expand

National groups addressing inclusion are also beginning to gain more attention by increasing membership throughout the U.S. One such organization is tackling a series of policy and awareness issues that face people of color with disabilities and their families. The National Family for the Advancement of Minorities with Disabilities (The Family) was founded in 1994 as a result of a national summit in Washington, D.C., about people of color with disabilities.

The mission of The Family is to implement a comprehensive range of strategies to ensure, protect, promote and advance the legal, economic and human rights of people of color with disabilities and their families. The group looks to accomplish this at the national, state and local levels.

Some issues The Family believes need to be addressed include the lack of sustained and meaningful vocational rehabilitation services and entrepreneurial opportunities; the absence of advocacy training and support for parents and self-advocates who are people of color; and the lack of cultural competence among service providers and policy makers.

For more information on The Family, call the Governor's Planning Council for a copy of the organization's first newsletter issue.

State council looks at issues confronting people of color with disabilities

Article 2

Reverend Jesse Jackson and Justin Dart (deceased) did not know each other, but their causes were beginning to merge. Jackson and Dart, a leading disability advocate and co-author of the Americans with Disabilities Act (ADA), fight discrimination daily. Skin color or perceived ability – many of the same prejudices frustrate people of color and people with disabilities.

For years, both groups have fought separately for their rights in society. Both can chart significant progress in their civil rights pursuit of equal access and participation. But not until recently have they combined efforts to face the unique challenges of people of color with disabilities who can face double discrimination and a double disadvantage.

“People with disabilities have always been excluded from the bounty of our nation's resources,” Reverend Jackson said in a Rainbow Coalition speech. “Minorities with disabilities, in particular, have been the most disenfranchised of the disenfranchised. It is time that we bring them into the fold as full, first-class participants in our society.”

The Indiana Governor's Planning Council for People with Disabilities, a council with a statewide constituency, recognizes the need to address the concerns of people of color with disabilities throughout Indiana. According to a study conducted by the National Council on Disability, “Meeting the unique needs of minorities with disabilities,” people of color with disabilities are more likely to be poor and undereducated and to have fewer opportunities than other members of the population.

Because this trend is so prevalent, the Council formed a Cultural Inclusion Committee to gather statistics for Indiana to specifically address issues on a statewide and local level.

Based on 1993 U.S. Census Bureau data, more African Americans, Native Americans, Eskimos and Aleuts have disabilities than Caucasians in the 15 - 64 age group. The National Council on Disability reports the cumulative effect of poor socioeconomic status and poor health place people of color at greater risk of disability and at greater risk of not receiving needed services if they have a disability.

People of color with disabilities are also less likely to be employed. Less than 34 percent of all people with disabilities are employed, according to a Louis Harris poll (1987), while only 22 percent of African Americans with disabilities and 23 percent of Hispanics/Latinos with disabilities were employed in 1990.

The Cultural Inclusion Committee meets every other month to increase the knowledge, awareness and understanding of the needs of people of color with disabilities and to develop policies to secure those needs. The Council works in conjunction with the committee on several projects, including:

- Awarding conference scholarships to people of color with disabilities.
- Sponsoring projects in urban and rural poverty areas.
- Representing cultural diversity and promoting inclusion in statewide Council brochures, videos, displays, campaigns and speakers at workshops and seminars.
- Translating Council materials into Spanish and other accessible formats.
- Funding research programs and developing solutions to the inequities faced by people of color within disability service delivery systems throughout the state.
- Educating members of ethnic and disability communities and organizing collaborative local and statewide efforts.

How you can take action:

- Involve people of color with disabilities in your community organizations.
- Attend a regular Cultural Inclusion Committee meeting at the Governor's Planning Council.
- Discuss with administrators the quality of education and opportunities that students of color with disabilities receive in your schools.
- Evaluate your place of worship's accessibility and then make accommodations for people with disabilities.
- Invite speakers to your workplace, church or organization to discuss cultural competency and disability issues.
- Encourage your employer to adapt the work setting for people with disabilities.
- Employ people of color with disabilities.

Hispanic Fact Sheet

Hispanic Americans comprise the second-fastest growing minority group in the United States after Asians. The number of residents of Hispanic origin increased by 53 percent between 1980 and 1990, according to Census Bureau data.* People of Hispanic origin can be of any race.

What percentage of Hispanic Americans live with disabilities?

Group	No. Ages 15-64	No. w/ disability	Percent w/ disability
Persons 15-64 years	169,370,000	31,139,000	18.4
Caucasian, not Hisp.	127,119,000	23,599,000	18.6
African American	20,863,000	4,188,000	20.1
Native American, Eskimo, Aleut	1,270,000	329,000	25.9
Asian/Pacific Island	5,706,000	628,000	11.0
Hispanic origin	16,816,000	2,830,000	16.8

Source: U.S. Bureau of the Census, Housing and Household Economic Statistics Division; data collected from October 1993 to January 1994. For more information contact Jack McNeil, (301) 763-8300.

Hispanic Americans have significant health problems that undermine the community.**

- **The risk of AIDS among African-American and Hispanic-American men was almost three times that of European-American men in 1989. Nineteen percent of all female cases of AIDS were among Hispanic-American women.**
- **Hispanic Americans are three times more likely to experience alcohol-related problems than persons in the general non-Hispanic population. Alcohol is the most frequently abused drug, followed by marijuana, cocaine and heroin. Hispanic Americans have a higher than average use of inhalants.**

Language barriers provide obstacles to service for people with developmental disabilities, according to the California State Plan for 1992-1994, drafted by the state's developmental disabilities council:

“Non-English speaking families may require significantly more assistance by case managers to interpret, explain and facilitate access to available services. If translation services are needed, meeting times are generally two to three times longer than meetings where one language is spoken.”*

**Building Cultural Competence in the Disability Community: A Resource for Developmental Disabilities Councils. Tecla Jaskulski. National Association of Developmental Disabilities Councils, 1993. ** Meeting the Unique Needs of Minorities with Disabilities: A Report to the President and Congress. National Council on Disability, 1993.*

Hispanic Fact Sheet

Los Hispanos-Americanos son el grupo mas creciente en los Estados Unidos, después de los Asiáticos. El numero de residentes de origen hispano aumento por 53% entre 1980 y el 1990, segun informacion del censo. Personas de origen hispano pueden ser de cualquier raza.

“Que porcentaje de hispano-americano, entre las edades de 15 a 64 años, tiene impedimentos?”

Grupo	Población 15-64	con Impedimentos	% con Impedimentos
Personas 15-64	169,370,000	31,139,000	18.4%
Cáucaso	127,119,000	23,599,000	18.6%
Africano-Americano	20,863,000	4,188,000	20.1%
Americano Nativo, Esquimal, Aleude	1,270,000	329,000	25.9%
Asiático/Islands Pacíficas	5,706,000	628,000	11.0%
Hispano	16,816,000	2,830,000	16.8%

**Origen: Estadísticas del Censo de los Estados Unidos de población de residentes a partir de 1993.*

Hispanos Americanos tienen problemas significantes de salud que perjudican la comunidad. **

- **El riesgo de Sida entre hombres Africano-Americanos y Hispano Americanos era casi tres veces el de hombres Europeo Americanos en el 1989. El 19% de todos los casos femeninos de Sida sucedieron entre mujeres Hispana-Americanas.**
- **Los Hispano-Americanos tiene tres veces la probabilidad de incurrir problemas relacionados al alcohol que personas de la población general no-hispana. El alcohol es la droga que se abusa on mas frecuencia seguida por la marijuana, cocaína y heroína. Hispano-Americanos llevan el uso de inspirantes mas alto que el promedio.**

Las barreras de lenguaje presentan obstáculos en proveer servicios a personas con impedimentos de desarrollo según el Plan Estatal del Estado de California del 1993-1994, escrito por el concilio de impedimentos de desarrollo:

“Familias que no hablan inglés pueden requerir mas asistencia significativa de trabajadores sociales para interpretar, explicar, y facilitar el acceso a servicios existentes. Por lo general una conferencia que requiere el uso de un interprete, toma de 2-3 veces mas tiempo que una donde se habla un solo lenguaje.”

**Building Cultural Competence in the Disability Community: A Resource for Developmental Disabilities Councils. Tecla Jaskulski. National Association of Developmental Disabilities Councils, 1993. ** Meeting the Unique Needs of Minorities with Disabilities: A Report to the President and Congress. National Council on Disability, 1993.*

Native American/Native Alaskan Fact Sheet

Native Americans and Native Alaskans comprise the smallest minority group in the United States, but they have the *highest percentage of members with disabilities*, compared with all other Americans.

Group	No. Ages 15-64	No. w/ disability	Percent w/ disability
Persons 15-64 years	169,370,000	31,139,000	18.4
Caucasian, not Hisp	127,119,000	23,599,000	18.6
African American	20,863,000	4,188,000	20.1
Native American, Eskimo, Aleut	1,270,000	329,000	25.9
Asian/Pacific Island	5,706,000	628,000	11.0
Hispanic origin	16,816,000	2,830,000	16.8

Source: U.S. Bureau of the Census, Housing and Household Economic Statistics Division; data collected from October 1993 to January 1994. For more information contact Jack McNeil, (301) 763-8300.

Native Americans have significant health problems that undermine the community.*

- **Alcoholism and suicide rates among Native Americans are significantly higher than in the majority population. Alcohol-related deaths occur four to five times more often among Native Americans than among all other races.**
- **The death rate of Native Americans younger than age 45 is high because of unintentional injuries, homicide, suicide, cirrhosis, pneumonia and diabetes.**

Many Native American languages do not have specific words for types of disabilities. In fact, acceptance of a disability is related to the concept of harmony within the individual.**

- **For example, the Yaqui language describes people with retardation or mobility impairment as not completed, but incompleteness is not considered unwellness if the condition is part of the person's harmony (Locust, 1985).**

** Source: Meeting the Unique Needs of Minorities with Disabilities: A Report to the President and Congress. The National Council on Disability, 1993. ** Building Cultural Competence in the Disability Community: A Resource for Developmental Disabilities Councils. Tecla Jaskulski. National Association of Developmental Disabilities Councils, 1993*

African American Fact Sheet

African Americans have the worst health status among minority groups, and a disproportionate number of the group's members live below the poverty level – at least 31.1 percent.* Only Native Americans report a higher incidence of disabilities.

Group	No. Ages 15-64	No. w/disability	Percent w/disability
Persons 15-64 years	169,370,000	31,139,000	18.4
Caucasian, not Hisp	127,119,000	23,599,000	18.6
African American	20,863,000	4,188,000	20.1
Native American, Eskimo, Aleut	1,270,000	329,000	25.9
Asian/Pacific Island	5,706,000	628,000	11.0
Hispanic origin	16,816,000	2,830,000	16.8

Source: U.S. Bureau of the Census, Housing and Household Economic Statistics Division; data collected from October 1993 to January 1994. For more information contact Jack McNeil, (301) 763-8300.

Special Education: After the passage of Public Law 94-142 in 1975, 10 million children were described as “educably mentally retarded.” Of that group, 43 percent were African American. Since then, researchers have found that minority students are placed more often and spend more time in special education programs than non-minority students, and that certain minority students don’t belong in special education programs or have been given inappropriate learning goals.*

Access to Services: Of 213,842 persons rehabilitated in 1989, only 17.5 percent were African Americans. In contrast, 80 percent were European Americans.*

A 1982 study found that more time was required for African Americans to be accepted for vocational rehabilitation services than for European Americans.*

Employment: Seventy-eight percent (**78%**) of African Americans with disabilities are unemployed. Those with disabilities who are employed earn 38 percent less than all other African Americans. Among all Americans with severe disabilities, 76 percent are unemployed, and those who do work earn 35 percent less than all other workers without disabilities.**

**Source: Meeting the Unique Needs of Minorities with Disabilities: A Report to the President and Congress. The National Council on Disability, 1993. ** President's Committee on Employment of People with Disabilities. October 1995*

Multicultural Book List

Multicultural literature can help youth and teens increase self-esteem, learn new social skills and understand their own behavior – as well as the behavior of others. Following is a list of books from *CEC Today*, a publication of the Council for Exceptional Children, that positively reflects diverse groups and their values. These books will appeal to youth and young adults from diverse cultures and the majority culture.

Early Elementary Grades

Adler, D.A., *Jackie Robinson: He was the first*. (biography, dealing with conflict)

Bruchac, J., *The first strawberries: A Cherokee story*. (friendship, how to speak to others)

Garcia, M., *The adventures of Connie and Diego/Las aventuras de Donnie y Diego*. (affirming experiences for children who are Hispanic)

Goss, L. & Barnes, M.E., *Talk that talk: An anthology of African-American storytelling*.

Greenfield, E., *Nathaniel talking*. (rap, family relationships)

Hoffman, M. & Binch, C., *Amazing grace*. (affirming)

Myers, W.D., *Brown Angels: An album of pictures and verse*. (affirming)

Upper Elementary Grades

Hamilton, V., *The people could fly: American black folktales*.

Hansen, J., *Yellow bird and me*. (addressing urban children, foster care, extended families and African American communities)

Jaffe, N., *Older brother, Younger brother*. (honor and good versus greed)

Lionni, L., *Swimmy*. (brains over brawn, cooperation)

Stanek, M., *I speak English for my mom*. (experiences of a child who is Hispanic speaking English for a parent)

Surat, M.M., *Angel child, Dragon child*. (American and Vietnamese students become friends after initial conflict)

Middle/Junior High School

Ashabranner, B., *An ancient heritage: The Arab-American Minority*.

Brown, K., *Willy's summer dream*. (overcoming learning disabilities, improving self-confidence)

Childress, A., *A hero ain't nothing but a sandwich*. (story of a 13-year-old's addiction to drugs)

Cwiklik, R., *Sequoia*. (development of the Cherokee alphabet)

Hamilton, V., *A little love*. (story of two urban teens)

Myers, W.D., *Scorpions*. (a realistic story of urban life from the perspective of a young male)

Sattler, H.R., *The earliest Americans*.

High School

Ashabranner, B., *To live in two worlds: American Indian youth today*. (nonfiction)

Ashabranner, B. & Ashabranner, M., *Into a strange land: Unaccompanied refugee youth in America*. (nonfiction, immigrant teens share personal stories)

Bode, J., *New kids on the block: Oral histories of immigrant teens*.

Dawsey, D., *Living to tell about it: Young black men in America speak their piece*. (young men address contemporary social issues)

Myers, W.D., *Motown and Didi: A love story*. (fiction-urban love story)

Soto, G., *Baseball in April: And other stories*. (stories of typical social experiences for teens who are Hispanic)

Wallin, L., *Ceremony of the panther*. (behavior of youth who are Native American)

Multicultural Resources

Developing culturally competent programs for families of children with special needs and its companion volume, *Workbook for developing culturally competent programs for families of children with special needs*. Available from CASSP Technical Assistance Center, Center for Child Health and Mental Health Policy, Georgetown University Child Development Center, 3800 Reservoir Road, N.W., Washington, D.C. 20007; (202) 687-8635 (voice).

“Services to minority populations: What does it mean to be a culturally competent professional?” and “Developing cultural competence for agencies.” Articles from the bulletin of the Research and Training Center at Portland State University. Available from CASSP Technical Assistance Center, Center for Child Health and Mental Health Policy, Georgetown University Child Development Center, 3800 Reservoir Road, N.W., Washington, D.C. 20007; (202) 687-8635 (voice).

Meeting the unique needs of minorities with disabilities: A report to the President and the Congress. A report by the National Council on Disability. Summarizes cross-cutting and individual cultural factors in relation to prevalence of disability, empowerment, education, vocational rehabilitation and employment, mental and physical health, substance abuse, prevention of disabilities, and research needs. Available from the National Council on Disability, 1331 F St., NW, Suite 1050, Washington, D.C. 20004-1107, (202) 272-2004 (voice), (202) 272-2074 (TT), (202) 272-2022 (fax).

Values and attitudes toward disability: The Asian American viewpoint. (1993) Slides used in Chana Hiranaka’s presentation at the National Association of Developmental Disabilities Councils Multicultural Assistance Institute. Slides cover health beliefs and practices in the Southeast Asian, Filipino, Chinese and Japanese cultures; core values of Asian Americans; implications for the service system; and statistics on Asian American population subgroups.

American Indian beliefs concerning health and unwellness. (1985) Locust, C.S. Tucson AZ: University of Arizona. A summary of 10 beliefs commonly found among Native American peoples and tribes that are relevant to their perspectives on disability. Includes how Native American and non-Native American beliefs can intersect, and a discussion specific to developmental disabilities.

Disability & diversity. This extensive bibliography summarizes more than 200 resources on cultural diversity, ranging from research reports to newsletters. This is available from the Massachusetts Developmental Disabilities Council by calling (617) 727-6374 (voice).

Multicultural Organizations

National Urban League
120 Wall St., Floor 8
New York, NY 10005
(212) 558-5300 (voice)

Asian Help Services
609 E. 29th St.
Indianapolis, IN 46205
(317) 924-4827 (voice)

Indiana Black Expo Inc.
3145 N. Meridian St.
Indianapolis, IN 46208
(317) 925-2702 (voice)

International School of Indiana
200 W. 49th St
Indianapolis, IN 46208
(317) 255-1951 (voice)

The Hispanic Center/El Centro Hispano
617 E. North St.
Indianapolis, IN 46204
(317) 636-6551 (voice)

International Center of Indianapolis
32 E. Washington Street, Ste. 1605
Indianapolis, IN 46204
(317) 955-5160 (voice)